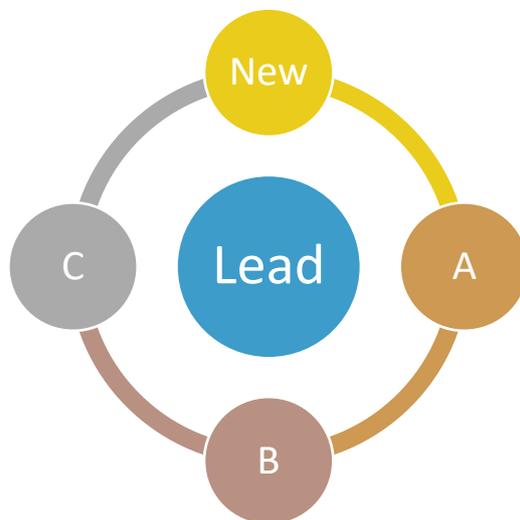


# 10-Stage Model of On-going Peer Development

## 1. DECIDE ON GROUPS

- a. Ideally, intra- *and* inter-departmental mix, perhaps made up of two subject areas
  - i. Ideally allow staff to determine; however, HE manager may feel inclined to determine groups.

Figurative example:



Lead – may be a natural position within the department i.e. curriculum lead/senior lecturer or could just be someone highlighted by manager as being appropriate to lead on the process.

New – depicts any member of staff new to HE teaching. May not exist in all groups.

## 2. INITIAL GROUP MEETING

This stage begins to develop the important *community of practice*. During this meeting, groups decide on:

- a. Lead (if not already done so)
- b. GUIDING PRINCIPLES:
  - i. What makes a good session?
    - Consider the different types of sessions encountered.
    - What general things are you, as a group, looking for?
  - ii. These principles should be something to guide group members during observations (and their own ongoing practice outside of any observations)
- c. Observation pairs
  - i. Ideally based on 'experience scale'. The experience scale is based on analysis of feedback from academic staff in relation to peer observation preferences. It allows for a greater mix of observations to occur, and for the observations to be as meaningful as possible:
    - Ideally, each member of the group should be observing someone *more* experienced than them, with the exception of the lead, who should observe the least experienced person (even, perhaps, as part of a mentorship process)
    - Based on this premise, there would be no reciprocal observations i.e. person A would observe person B, but person B would not observe person A
  - ii. Pairings, however, can be put together by the group by whatever method deemed suitable

### 3. 1:1 OBSERVATIONS

- a. Set a one-month period, early in year, for *all* observations to occur (mid-way through semester 1 should be appropriate)
- b. Process
  - i. Peers to pre-meet to discuss nature of session (optional, shouldn't really be necessary if already set guiding principles as a group)
  - ii. Observe
    - Use a simplistic observation sheet based around the guiding principles – *Strengths, Areas for Development (AfDs), Reflection*
  - iii. 1:1 post-observation feedback session – peers to feed back their observations to each other

#### 4. DETERMINING GROUP STRENGTHS and AfDs

- a. All observation feedback sheets for a particular group are sent to their respective lead (anonymously, via admin team or equivalent)
- b. Each lead distils the feedback to identify the collective strengths and AfDs for their group

## 5. *SCHEDULED, ON-GOING* PEER DEVELOPMENT MEETINGS

- a. Throughout the rest of the academic year
- b. Facilitated by lead
- c. Important for these to be scheduled into the timetable, to give them meaning and purpose. Arguably it is this stage that is the most important part of the model
- d. Multiple meetings
- e. Focus of meetings should be to
  - i. celebrate and enhance collective strengths
  - ii. Discuss ideas to improve collective AfDs
  - iii. Reflect on how well these ideas have worked (will become more clear as meeting progress throughout the year)
- f. At some point, student involvement in one/more of these meetings
  - i. Purpose is for them to sit in, understand the process, and hopefully aid with the reflections

## 6. GROUP JOURNEY FEEDBACK

At the end of year, all leads feed back their group's 'journey' (key collective strengths and AfDs) to HE Quality Manager (or equivalent) during a round-table discussion; figurative example below:



Leads play an important role here as they must be brave enough to share their findings – both in terms of strengths and areas for development.

## 7. IDENTIFY INSTITUTION'S COMMON STRENGTHS and AfDs

Quality Manager (QM) to distil the information provided by the leads to get picture of the institution's common strengths and AfDs in higher education.

## 8. SHOWCASE EVENT

Each group to celebrate and showcase their strengths and journey at an annual sharing best HE practice event at the end of the academic year

## 9. DEVELOP CPD PROGRAMME FOR SUBSEQUENT YEAR

- a. QM to put together an HE staff development programme for the following year based on the feedback received from leads regarding common AfDs.
- b. Developing the programme in this way shows staff that their feedback has led to something meaningful for the institution.
- c. A QM may wish to identify groups/individuals from the showcase event that could lead on particular staff development topics that have been highlighted as AfDs for the majority of staff.

## 10. FACTOR INTO APPRAISAL

- a. Individual staff given the opportunity to
  - i. Reflect on their own development, based on engaging with the process
  - ii. Identify any professional development needs specific to themselves to come from the process

## Research headlines met (and associated stages of model):

The following list highlights the key themes to be identified from the research undertaken with staff and managers alike regarding the various models of observation that have been undertaken in college higher education settings. The associated stages at which these key themes are met are in parentheses.

- Ongoing Development (5, 8- 10)
- Develops a community of practice (2, 5, 8)
- Only one observation (3)
- Staff-focused (1, 2, 4- 6, 8- 10)
- Values staff strengths (5, 8)
- Quality assurance elements (6, 7, 9, 10)
- Informs continuous professional development & SD (individual and institutional level) (9, 10)
- Focus is on the feedback (3, 6, 9)
- Identifies & shares good practice (3- 6, 8)
- Student engagement (5)
- Somewhat mitigates the need for pre-obs training (2)